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COMMUNITY SERVICE THROUGH SHELTERED WORK EXPERIENCE. FINAL REPORT, AUGUST 15, 1966 THROUGH JUNE 15, 1967.

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SAN JOSE EAST SIDE UNION HIGH SCHOOL DIST., CALIF.

REPORT NUMBER DPSC-67-3794 PUB DATE 27 SEP 67
GRANT OEG-4-7-672559-0083
EDRS PRICE MF-$0.25 HC-$1.56 37P.

DESCRIPTORS- *WORK EXPERIENCE PROGRAMS, *HIGH SCHOOL STUDENTS, *DAY CARE PROGRAMS, *COMMUNITY SERVICE PROGRAMS, *FEDERAL PROGRAMS, PRESCHOOL CHILDREN, MEDICAL SERVICES, DROPOUT PREVENTION, HOME MANAGEMENT, CHILD CARE, VOCATIONAL COUNSELING, INTERAGENCY COOPERATION, PERSONNEL, EXPENDITURES, UNITED STATES VETERANS ADMINISTRATION, ESEA TITLE 3, SAN JOSE, CALIFORNIA, NEIGHBORHOOD YOUTH CORPS

THIS REPORT DESCRIBES THE PRELIMINARY STAGES AND ACTUAL OPERATION OF A NEIGHBORHOOD YOUTH CORPS (NYC) PROJECT IN SAN JOSE, CALIFORNIA, FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. HIGH-SCHOOL-AGE NYC BOYS THOROUGHLY RECONDITIONED FIVE DETERIORATED HOMES IN A RELATIVELY NEW HOUSING DEVELOPMENT. NYC GIRLS FURNISHED THE FIRST RECONDITIONED HOUSE AS A DAY CARE CENTER FOR THE NEIGHBORHOOD PRESCHOOL CHILDREN, WHO ALSO PARTICIPATED IN A MEDICAL SCREENING PROGRAM. IN ADDITION TO RECEIVING WORK EXPERIENCE, PARTICIPANTS WERE GIVEN VOCATIONAL COUNSELING AND WERE PAID FOR THEIR WORK IN THE PROJECT. ALTHOUGH NO OBJECTIVE MEASUREMENT OF THE PROJECT'S EFFECTIVENESS WAS ATTEMPTED, IT IS FELT TO BE SIGNIFICANT THAT NONE OF THE PARTICIPATING YOUTHS DROPPED OUT OF SCHOOL DURING THE YEAR. (LB)

DPSC-67-3794
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Community Service Through Sheltered Work Experience

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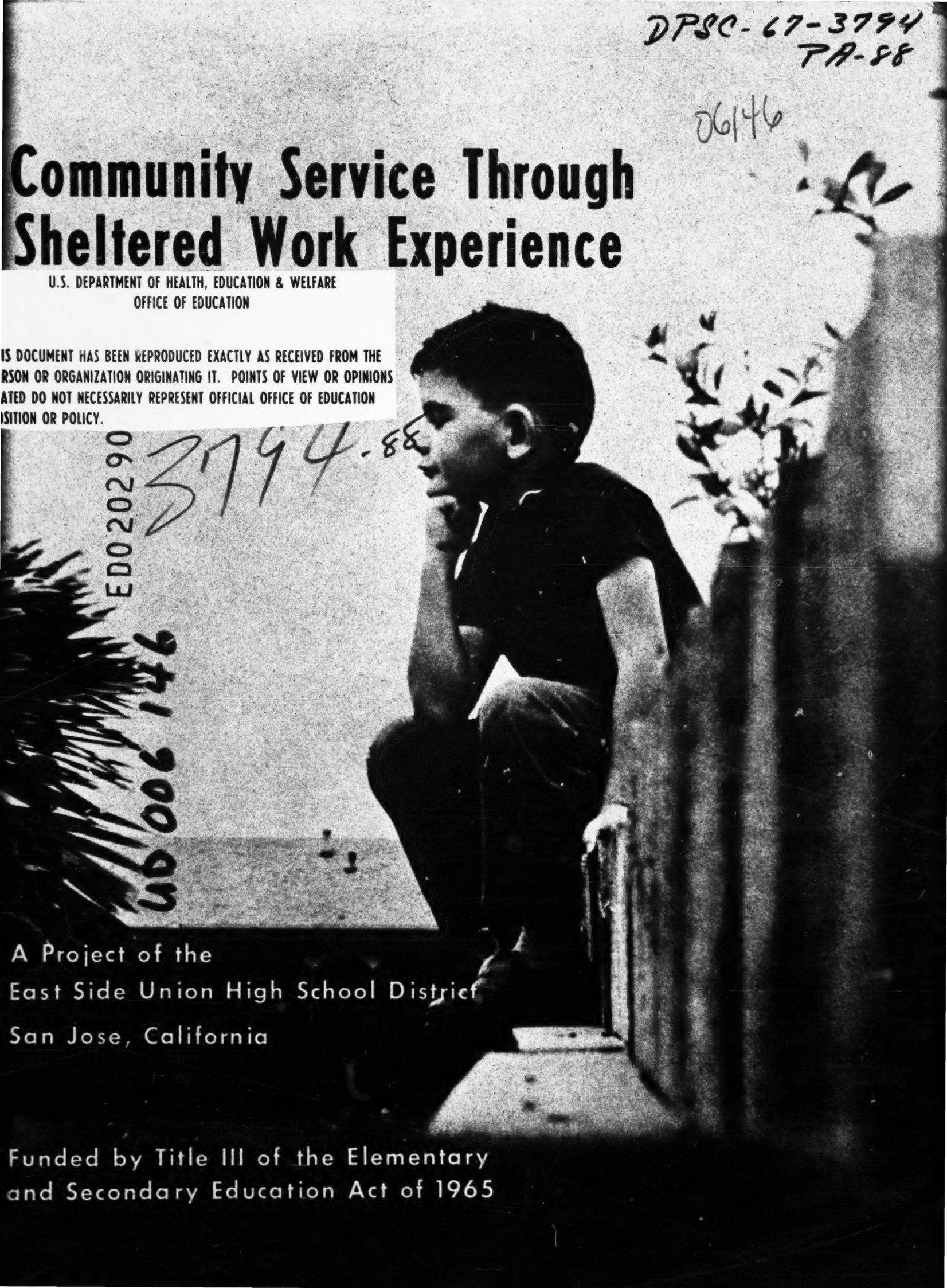

A Project of the
East Side Union High School District
San Jose, California

Funded by Title III of the Elementary
and Secondary Education Act of 1965

A FINAL REPORT

OF

THE OUTCOMES

OF

PLANNING GRANT OEG-4-7-672559-0083

Project No. 66-2259

COMMUNITY SERVICE THROUGH SHELTERED WORK EXPERIENCE

Funding Period: August 15, 1966 through June 15, 1967

EAST SIDE UNION HIGH SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

PROJECT STAFF

Project Director: James Doyle

Project Specialist: Marcella Sherman

Housemother: Barbara J. Nydegger

Housefather: Louis A. Valletta

Child Care Center Aide: Glendora Nunnally

NYC Counselor: William Connolly

Principal, William C. Overfelt High School: Louis J. Harbor

DISTRICT STAFF

Superintendent: Frank Fiscalini

Deputy Superintendent: William P. Baker

Assistant Superintendent: Thomas F. Collins

Director of Education: William J. Sullivan

Director of Personnel: Louis R. Rose

Director of Planning: Edmond P. Alliguie

report prepared by Marcella Sherman and James Doyle

cover by Roger Christensen

September 27, 1967

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PREFACE

On May 20, 1966, the East Side Union High School District submitted a proposal under Title III of the Elementary and Secondary Education Act asking for a planning grant. Such a grant was subsequently awarded.

The project idea had been suggested by two non-related facts. At one of the district high schools, W. C. Overfelt, a majority of the students do not continue their formal education beyond high school. Many of these students come from economically disadvantaged homes. A considerable need is felt by staff members to provide, within the context of the secondary school, experiences that have direct applicability to the students' immediate and later needs for everyday living as well as for the world of work. The Neighborhood Youth Corps, born of the War on Poverty and administered by the Economic Opportunity Commission, had provided sheltered work experience for many of Overfelt's economically disadvantaged students. In the initial phase of the NYC program, however, many of the jobs were of a make-work nature and could not really provide students with experiences and skills which could be used either immediately or at some time in the future.

Surrounding Overfelt was a relatively new housing development: the oldest houses were six years old. Initially many of these homes could be obtained with either no down payment or a low down payment. By now, most of the homes have had a series of owners, each of whom has left the house in a somewhat worse state than the previous owner. The Veterans' Administration was the holder of many repossessed homes in the area and publicly had expressed concern for the general appearance not only of repossessed houses but of some occupied homes and the effect of their appearance on the upkeep of other homes in the tract.

The proposal built upon these two sets of facts by suggesting that deteriorated homes be obtained from the Veterans' Administration and that a team of Overfelt NYC boys under the guidance of a "housefather" work at reconditioning the interior and exterior of the houses. The first house reconditioned by the boys would be taken over by a team of NYC girls while the boys moved on to recondition other houses. The NYC girls, having inherited a clean but empty house, would now be responsible for providing the home with curtains and drapes and inexpensively furnishing it as a child care center for the children of poor families living in the area. The NYC girls, under the supervision of a full-time child care supervisor, would continue to manage the home and care for the children.

The project idea had value that extended beyond the learning experience directly provided the students. The child care center would perform a community service by enabling mothers of needy families in the neighborhood to work or take courses that would train them for specific jobs while their preschool children received good care. Additionally, the child care center could also provide for adult education in child care. The reconditioning of the house could develop not only skills in the boys but desirable attitudes and values. We hoped that other homeowners in the neighborhood would be encouraged to make low-cost improvement on their own homes. Although the project idea seemed on the surface to have merit, obviously considerable planning by a variety of agencies would be needed in order for a pilot project ever to come into being. Four major agencies other than the school district were seen as being important to the project. These were the United States Veterans' Administration, the Santa Clara County Economic Opportunity Commission, the California State Department of Welfare and the Santa Clara County Supplementary Education Center. The project would have to establish legal

and procedural relationships with these agencies as well as with others not even anticipated. The district itself was inexperienced in projects involving multiple agencies and, being a high school district, certainly was not knowledgeable about the operation of a child care center.

The narrative report which follows describes the planning procedures, the pilot project, and its outcomes during the grant period, August 15, 1966 to June 15, 1967.

PRELIMINARY PROCEDURAL AND LEGAL RELATIONSHIPS ESTABLISHED

The grant award document was signed on July 29. One of the provisions stated:

> The grantee shall not proceed with expenditures until he has received a certification from the Verterans' Administration in its commitment to participate, or until arrangements are verified with a substitute group. A copy of such certification will be submitted to the Contracts and Construction Service for its record.

Mr. A. B. Wurtsbaugh, Chief of the Regional Office of the Veterans' Administration in San Francisco, had been interested in the project long before its approval by U.S.O.E. Characteristically the Veterans' Administration inventory in the project area ran to 60 houses. An inspection tour of repossessions revealed that many of the exteriors were in a deteriorated condition and the interiors were in even greater need of painting and minor repairs. Mr. Wurtsbaugh's concern with the homes in this area extended beyond the repossession and resale factors. He recognized that many of the homes are held by people who have marginal incomes or who are on welfare. Although these people cannot afford to hire others to paint and repair their dwellings, they lack the knowledge and skills to do these tasks for themselves. A five year old housing tract is already exhibiting slum symptoms.

Overfelt students occupied these homes and the project represented an opportunity for these students to learn skills which they could apply immediately as well as when they become rentors or owners. Further, reconditioning an eyesore on a block might stimulate other dwellers to fix their own places. Through Mr. Wurtsbaugh's efforts, approval was received from the Washington office of the Veterans' Administration and the certification required by U.S.O.E. was transmitted on August 12. On August 10, James Doyle, the District's Special Programs Director, who had been the initiator of the original project idea went out with a Veterans' Administration representative to look for an appropriate house that could serve as the first reconditioning job for the NYC boys and would become the child care center of the project. It was necessary that the house be located not too far from the high school and also that the reconditioning problems for a team of inexperienced youngsters not be too severe. A suitable house was found at 1779 Ocala, a street which is directly behind the Overfelt facility. The location would mean that the students would only have to cross the athletic field and then cross the street in order to reach their place of employment. Furthermore, the house, although presenting quite an array of reconditioning problems, did not present any so formidable that the boys could not handle them.

Since the house was located in a residential area, Mr. Doyle learned that the Planning Commission would have to recommend to the City Council a zoning exception. This in itself necessitated considerable work. For example, the Planning Department required a legal description of the property and furthermore, signatures of homeowners in the immediate neighborhood had to be obtained to indicate that they had no objections to the proposed project. The necessary data and signatures were obtained. The meeting of the Planning Commission was on September 7. At that time the director of the Commission recommended disapproval of the zoning exception. Considerable discussion followed and members of the Commission finally voted to recommend the exception to the City Council. On September 19, the City Council approved the exception.

Information had to be obtained from the City Fire Marshal concerning fire, health, and safety requirements for the house and the procedures for obtaining an inspection. The Santa Clara County Economic Opportunity Commission had assisted in obtaining the necessary signatures for the zoning exception application. The Neighborhood Youth Corps had also to be contacted and informed about the project so that they would be willing to certify jobs for NYC students on the project. Both the EOC and the California Department of Social Welfare had suggestions as to the criteria for the selection of families who might avail themselves of the services of the child care center. Obviously many contacts with a variety of agencies had to be made before any part of the project could get underway.

SELECTION OF PROJECT STAFF

The total project was to be coordinated by James Doyle, the district's Special Programs Director. All of the preliminary contacts and planning once the project received formal approval had to be done by him. According to the statement in the original proposal, he was responsible for knowing the status of the project at all times, for modifying procedures where deemed advisable to maximize learning outcomes, for facilitating procedures for non-professional staff and for initiating and implementing all evaluation procedures.

According to the original proposal two other staff members were to be employed. We recognized early in the project that the selection of these two people -- a "housefather" and a "housemother" -- was critical to the successful operation of the pilot program. First we needed the "housefather." He had to be able to relate well with potential dropout teenage boys, to direct their activities in a gentle but firm way, and to have a variety of "fix-it" skills. The "fix-it" skills would have to encompass a full range of minor maintenance activities -- from painting to repairing a concrete walk, from replacing a broken window to putting a washer in a leaky faucet. He had to have knowledge about sources of materials and their comparartive qualities as well as related costs. Since the NYC boys' activities with the first house had to be completed before the NYC girls could begin their aspect of the program, it was imperative that a housefather be hired relatively soon. On the one hand, it might not be difficult to find a man possessing the necessary skills but whether or not he would be interested in working with teenage boys or have any facility in dealing with them was quite another problem.

After following a number of leads and interviewing a large number of people, Mr. Doyle selected Louis A. Valletta as the project's housefather. Mr. Valletta signed his contract on October 1. He had operated in his own employ reconditioning homes in the area. He had all the desirable skills that we felt the housefather needed although his experience in dealing with boys had been on an informal basis, for example, in Little League Baseball and other club activities. Mr. Valletta was enthusiastic about the possibilities of the project and eager to work with the NYC boys.

The original project proposal had called for a "housemother" to be hired once the first house was nearing completion. Having no experience with child care centers at that time, we had but vague notions about licensing for child care supervision as required by California state law. The whole matter of credential requirements had to be explored and leads for possible sources of appropriate personnel had to be followed. Obviously, in addition to having a child care credential, the housemother had to have some knowledge of home economics and also have some facility in dealing with teenage girls. Essentially, then, the woman selected had to be able to successfully direct the activity of preschool children, relate well with potential dropout teenage girls, develop neighborhood support and cooperation, and be able to focus the energies of many people who would be part of the project for only short periods of time. Such a person was found in Mrs. Barbara Nydegger, who was a credentialed child care supervisor, who had had experience in dealing with high school and college girls in child care and supervision and who, equally important, was a warm, responsive human being to whom both preschool children and teenagers responded. Mrs. Nydegger was hired on November 15.

THE NYC BOYS AND THE RECONDITIONING ASPECT OF THE PROJECT

Mr. Valletta, the housefather of the project, was hired on October 1. Some pre-planning had to be done and relationships worked out before the NYC boys could be brought on the project. The Veterans' Administration had agreed to furnish the necessary materials for the house reconditioning but the project was to purchase the necessary tools and small equipment to be used; it was thus necessary for Mr. Valletta to spend some time determining which tools and small pieces of equipment would be necessary to get the boys started on the first house, get prices from several supply houses, initiate a request for purchase order to the business office, etc. In addition, the Veterans' Administration had to arrange open accounts for Mr. Valletta at various paint and hardware stores so that the reconditioning materials could be readily purchased.

Since class scheduling in the high schools is done in the spring and the project had not been funded until August, no NYC boys had been scheduled into the house. Although this was a logistic problem, it was a somewhat difficult one. Working with Bill Connolly, Overfelt's NYC counselor, an effort was made to get a large enough crew of boys, each of whom had a workable schedule and had also, when the house project was explained to him, expressed an interest in participating. A team of 15 boys comprised the initial group to work on the 1779 Ocala house. The boys met the economic criterion of the NYC program. The program sets a limit of 10 work hours per week. Five were sophomores, 8 were juniors and 2 were seniors. By the end of the year, none of the boys had dropped out of high school.

It is unfortunate that it was not possible to record the first meeting of Mr. Valletta with the boys on October 10. The boys were a hard looking crew. These students, because of their economic and educational disadvantages, were considered potential dropouts. Many of them initially viewed the house project as an easy way to avoid work and came to the first meeting with the idea of testing limits. At this first meeting a few of the boys got the idea that perhaps the housefather would not be as manipulatable as they had initially thought. After the first week on the job, some of the most defiant boys became the ones most involved in the task and by the time the first house had been completed, had developed a real interest and pride in the work they were doing and a real commitment to the child care center that they were creating. This point can be illustrated by the following anecdote.

As Halloween approached, housefather and Project Director became apprehensive about what might happen to the house. No one was living in it and there was no night watchman. Unoccupied houses in the area were targets of vandals, especially at Halloween. The boys were equally apprehensive and defensive of "their" house. Exterior painting had just been completed. Any hint of trouble at the house by non-project high school students was quickly countered by the boys. Boys and housefather arrived early in the morning after Halloween, afraid of what they might find, but the house had not been touched.

From October 10 until the end of May, the boys completed a total of 5 houses. The shortest time for completion was 377 man hours. The houses presented the variety of reconditioning problems we had hoped for. In the same period of time, over 100 houses in the area were reconditioned for VA by regular means. This statement is made to underscore the point that no adult workers were deprived of jobs because of the project.

The first house, as we had planned, had fewer major problems than subsequent houses. Since the houses were consigned by the VA and were returned to them for resale once the reconditioning had been completed, the houses had to be reconditioned according to the standard specifications for such houses. The houses, once completed, underwent inspection by the VA property management broker for the area. Educationally, this was good. On the one hand, a student may learn certain skills or perform in a certain way to please and instructor and/or to get a grade, but it is another matter when work done has to undergo inspection and approval by an outsider employing objective criteria. A sample of the standard specifications follows simply to give some notion of the nature of the operation. The job experience was real; a real product was demanded; and before that product could be accepted, it had to meet formalized requirements.

The first 10 items to follow were standard for all the homes reconditioned for VA in the housing tract described earlier. Beginning with Item 11, requirements specific to the house under repair was added by the broker. The job specifications which follow were for the 1779 Ocala house reconditioned by the boys.

Job Specification for 1779 Ocala

1. Prepare all designated surfaces for paint. Pull nails and tacks and fill holes and cracks. Wirebrush to remove loose material. Reset nails and refill with putty and reputty windows where necessary. Wash enameled surfaces with tri-sodium phosphate, or equal, where necessary.

EXTERIOR PAINTING

2. Apply Pittsburg Sun-Proof Latex house paint, or equal, to cover all stucco surfaces and downspouts. Management broker must approve colors.
3. Apply Pittsburg Sun-Proof house paint, or equal, to cover all metal and wood surfaces, including doors and window sash. Varnish front door if previously varnished. Management broker must approve colors.

INTERIOR PAINTING

4. Apply Pittsburgh Wallhide Latex Flat wall paint, or equal, to cover walls, ceilings, and closets, except kitchen and bath. VARIED PASTEL COLORS ONLY.
5. Apply semi-gloss enamel to cover walls and ceilings in kitchen and bath and all interior window sash and woodwork, including cabinet and drawer interiors. (Varnish all previously varnished doors, woodwork, and cabinets, including cabinet and drawer interiors.)

FLOORS

6. Replace tile where missing or damaged, with same or suitable patterns. Clean, wax, and machine polish all floors. Lay and secure heavy walking paper.

MISCELLANEOUS

7. Clean screens, blinds, hardware, tile, plumbing, heating, electrical and accessory fixtures and appliances. Clean fireplace bricks, hearth, driveway, garage floor and basement where necessary. Sand cutting board. Remove debris from property interior and exterior. Wash all windows.
8. Furnish and install door stops, pulls, catches, switches, plug plates, and electrical fixtures where missing or damaged. Check and correct all doors, locksets, windows, window mechanisms, screen, vent screens and downspouts, for efficient operation. Repair or replace where damaged or missing. Furnish one window screen for each room and one patio door screen where necessary. Complete minor repairs to doors, locksets, windows, and cabinets.
9. Regrout tile where necessary in kitchen and baths. Porcelain enamel chipped areas in kitchen and baths. Install porcelain caps at toilet base where necessary. Furnish and install new standard grade toilet seats in each bath. (Match fixture colors.)
10. Turn on all utilities. Check electrical, gas, water and sewer lines and all equipment for satisfactory operation. Contractor is not responsible for completing repairs, but he must notify management broker promptly if repairs are necessary.
11. Repair bedroom door jamb.
12. Clean carpeting.
13. Furnish and install new kitchen door.

In addition, various tests were given by Mr. Valletta on the job. These tests included a verification of skills learned as well as brief paper and pencil tests designed to measure whether or not some of the information about materials and procedures given orally to the boys had been learned.

After the first couple of weeks of operation, in addition to being able to satisfy the performance criteria of the instructor and to meet VA specifications, the boys became very active in critiqueing each other's work. The boys wanted to do a good job and were quick to recognize when a given student had not done a particular task as well as he might. It didn't "look good" as one of the boys would say with the result that the job was redone until the group felt that a good job had been done on whatever the task was.

As indicated by Mr. Valletta in one of his reports, the boys on the project had actual experience in handling tools and doing those jobs that they would use every day in maintaining their own home, and also in broadening their skills in such a way that they would better qualify themselves on the open job market later in life. The boys learned to paint interior walls with flat latex paint and use sealer on walls that contained some foreign matter that would bleed through the flat paint. They learned to trim and paint with enamel and to stipple and texture surfaces. They learned to install and tape sheetrock where sections had to be replaced. They learned to use a taping machine for masking purposes. In one house it was necessary for the boys to learn how to install an asphalt tile floor and they frequently had to replace tile on room borders where wall-to-wall carpet which had been removed had left broken tile. They learned to go through all phases of cleaning a house including cleaning windows, bathrooms, waxing floors and using various rug cleaners and machines. They learned all phases of setting up and painting the exterior walls of a house from priming the exterior to putting on the finished coat. This also included taking square footage measurements to determine the amount of paint and materials to be used. They learned to handle electric drills and various hand tools; they learned how to do minor fence repairs and how to change and install new doors,

both interior and exterior. They learned the rudiments of gardening and lawn care since they were also responsible for putting the yard into an acceptable shape for a prospective buyer.

Whether or not they were able to perform successfully is perhaps best illustrated by the following letter from the inspector.

COPY

May 25, 1967

East Side Union High School District
12660 North Capitol Avenue
San Jose, California

Attention: Mr. James Doyle

Gentlemen:

As representative of the Veteran's Administration Property Management Broker in this area, part of my job has been to inspect the various properties renovated by the Neighborhood Youth Corps under your direction.

Each property was inspected an average of three times weekly, and the workmanship was found to be of excellent quality, supervision was superior, and the specifications were being strictly followed.

Upon completion, the properties presented an appearance which was a definite asset to the surrounding neighborhood, and those which were placed on the market for sale were sold within a short time, indicating immediate acceptance and approval by the general buying public.

It was noted during my association with the students engaged in the program that for the majority there was a marked improvement in their general attitude and manners as time progressed.

My appraisal of the project is that it has been highly successful as a direct result of the forceful efforts of the individuals and agencies involved.

Sincerely,

WILLIAM T. TROUT
Director of Property Management

THE NYC GIRLS AND THE CHILD CARE CENTER

On November 9, Mrs. Barbara Nydegger was hired as the supervisor of the child care center. As was previously indicated, Mrs. Nydegger had had a great deal of experience both with younger children and with high school and college girls. Her background in home economics was also strong.

We encountered the same logistic problems now in scheduling the 20 NYC girls as we had with the boys. William Connolly, the NYC counselor at Overfelt High School, had previously determined eligibility for NYC. Girls were selected if they exhibited an interest in the project when it was described to them and if it was possible to rearrange their schedule to accommodate the "house" work experience.

On November 14, Mrs. Nydegger began work. It was necessary that she have lead time in order to establish the overall plan for operation of the center and develop an instructional program for the girls and an outline of their responsibilities. Open accounts were established with nearby markets and shops where the girls might expect to do business. Although the Project Director could have arranged to buy food in bulk quantities at lower prices and also, for that matter, to buy ready-made draperies and new furniture and appliances, one of the purposes of the project was to enable the girls to learn how to furnish a home on a limited budget and also to learn to do grocery shopping within a budget at local markets.

On November 21, Mrs. Nydegger and the girls met for the first time. The project was explained and discussions were begun on the work to be done and the areas of responsibility.

The girls had inherited at 1779 Ocala a clean but empty house. For the next few weeks the girls were busy selecting fabrics, planning their color schemes, measuring windows and sewing curtains for "their" house. Several sewing machines had been borrowed and although sewing seams on curtains and drapes is a relatively simple task, many of the girls had not had previous sewing experience.

On numerous shopping tours, the girls examined, compared and finally selected appliances to be used in the center. These appliances were purchased primarily from thrift shops in the area. For example, a used gas range and electric refrigerator were purchased at a total cost of $70. Although the appliances were in good working condition, they needed to be cleaned and polished and the girls attacked them with a real vengence, finishing with products that looked new. Other furnishings, toys and kitchen equipment were all a part of the girls shopping-purchasing project. Each excursion into the stores was a real learning experience for the girls. Many of these purchases were made through Goodwill, thrift shops or other low-priced stores, and some articles were donated. All were cleaned, repaired, rennovated, and painted or polished by the girls as part of their training. Cost was purposely kept within the realm of the student's family income to increase the carry-over value of the shopping experience. Quality and usability at low cost was stressed. Time was also spent studying a basic child care unit with discussion ranging from discipline to feeding problems.

On December 16, right before Christmas vacation, an open house was held at the prospective child care center with the NYC boys and girls as hosts and hostesses. Approximately seventy people attended this open house -- civic leaders, members of cooperating agencies, district staff personnel and 22 teachers from Overfelt High School.

Between November 9 and December 16, Mrs. Nydegger and the Project Director had been working with both the Welfare Department and the East Valley Opportunity Center in screening families that met project criteria for inclusion of their children in the child care operation. The child care aspect of the operation was ready to open on January 3.

The objectives for the NYC girls in the program as well as the general program objectives were delineated by Mrs. Nydegger on a hand-out sheet to the girls. In addition, a menu planning and food purchasing guide was prepared as well as a set of directions for the chief cook and assistant cook for any given week. Those not responsible for food preparation or menu planning were automatically assigned to supervision. Copies of all of these guides follow.

East Side Union High School District
Overfelt Child Care Center

Program for student aides - Day Care Center

Program objectives (general)

1. Provide day care center for children of working mothers.
2. Provide day care for children of mothers receiving further training or schooling.
3. Provide experience for high school age girls in care of preschool children by giving opportunity to apply basic principles of child care.
4. Provide opportunity for high school girls to earn money.
5. Development of pride and self-esteem within neighborhood itself by encouraging use of day care center as a resource area by providing incentive and example.

Specific objectives (for NYC girls)

1. Develop knowledge and skills in care of preschool children by direct contact.
2. Apply principles of good nutrition in planning, preparing, and serving meals to preschool children.
3. Apply knowledge of consumer buying and budgeting by actual planning and purchasing of food for meals for day care center.
4. Learn basic principles of selection and purchase of household equipment and furnishings through experience in buying furniture for center.
5. Develop judgment in selection of inexpensive, usable, constructive, safe and educational toys for preschool children.
6. Develop basic skills in care of home.
7. Develop a sense of value regarding housing and qualities of homelife.

Menu Planning, Food Purchasing
Rotation: 1 week

Directions:

1. Plan menus one week in advance (Monday, Tuesday).

2. Menus must be checked by supervisor on or before Wednesday.

3. Write each menu on a separate page in menu planning book.

4. On same sheet of notebook, make a list of supplies needed, after checking refrigerator and cupboards for supplies on hand.

5. Copy list on forms provided to take to grocery store.

6. Write down item, amount and cost of supplies as purchased. (Thursday)

7. After return from grocery story, check all items. Write list of supplies on forms for district office (quadruplicate). Attach cash register tape and receipt showing balance to list. File in second drawer of file.

8. From cost of supplies figure total cost of daily menu and also cost of one serving. (To be done by Friday.)

9. Assist in supervising children after 10:00 a.m.

CHIEF COOK

Rotation Time: One Week

Directions:

1. Check menu and select recipes necessary. (Consult with supervisor on any cooking techniques in question.)
2. Check supplies.
3. Make a brief written time schedule for the preparation of the meal. (Have checked and approved by supervisor.)
4. Have morning snack ready by 9:00 a.m. lunch ready by 11:30 a.m. afternoon snack at 3:00.
5. Wash hands and put on apron.
6. Begin preparation of meal.

ASSISTANT COOK

Rotation Time: One Week

Directions:

1. Responsible for vegetable, salad and dessert.
2. Check menu with chief cook -- select recipes necessary.
3. Gather supplies.
4. Make a brief written time schedule for the preparation of food and have checked and approved by supervisor.
5. Wash hands, put on apron.
6. Begin preparation.
7. Set table if necessary if not set -- set out proper dishes, napkins, glasses and silver on tray. Pour drink first before serving.
8. Clear up kitchen.

CHILD SUPERVISION

Rotation Time: Three Weeks

Directions:

1. Students not on food preparation or menu planning roster are automatically on supervision.

2. On arrival at center, check with supervisor for any schedule changes.

3. Children must be supervised at all times.

4. Allow the children to play naturally -- do not stimulate by playing roughly or by frightening them or by any other games beyond their endurance or ability.

5. Children should play outdoors only in the garage or backyard area.

6. When assisting children in the bathroom, be sure they wash and dry their hands before leaving.

7. All children are expected to at least try to urinate before lunch. (This should forestall getting up from the table during lunch.)

8. Expect the children to return toys to the proper place before selecting others. Be persistent about this. Offer your aid in returning toys if necessary, but see that it is done.

9. Toys should generally remain in proper area, i.e., outdoor toys, outdoors, crayons and paper paint at the table or the easels, etc.

10. Children should use books one at a time, and return to the book case any not in use.

The several students who became the cooking crew alternated the responsibilities of preparing and serving meals with their supervisory duties. Emphasis was on planning the meals as a dominant nutritional source in the child's daily food intake. The girls found preparing a complete meal to be served at a set time a challenging task, and for all of them it was a completely new experience since they never before had had the need, opportunity, or responsibility for cooking anything other than light snacks. Emphasis was also placed on introducing the children to a wide variety of foods, on simple table manners, and on independence in self-feeding. The carryover value was excellent since students and children learned in the process.

Another group of students had, in addition to their supervision of children, the responsibility of all housekeeping chores. Some students learned for the first time how to use a vacuum cleaner, to disinfect and clean a toilet, to defrost a refrigerator and to do other household tasks it is only too easy to assume that every teenage girl would know how to do. Comparisons were made of various methods of cleaning and of products in a direct effort to increase the girls' knowledge. Students were encouraged to try both old and new methods.

In addition to cooking and cleaning chores, the girls were responsible for the care of the children. The opportunity to participate as well as to observe the care of children seemed interesting and challenging for the girls. Routine care became the opportunity to develop personalities and for the first time most of the NYC girls could see the effects of various methods of discipline and training on children. The opportunity to compare, observe and know children of the different age levels represented in the center is one most adults have not had. Emphasis was placed on the responsibility of the student aide to develop good attitudes, healthy personalities, and good citizenship habits within each child. Although the aides would not have the opportunity to see the "finished product," they would have a chance to see changes as the child grew and developed within the project period. A feeling of friendly security was encouraged as a basis for the general atmosphere of the center with emphasis on the needs of each child for love and affection with the opportunity to be an individual.

The student aides had the opportunity to participate in the physical examinations of the children; the health examinations are described in a later section. This participation gave the NYC girls an introduction to the many facets of the public health field. Keeping in mind the needs of both the children and the aides, the physical health examinations were planned to give maximum information to the girls. The lab technicians, nurses, and public health doctors all gave the girls a brief introduction to their particular field as well as a tour of the facilities and the opportunity to do such tasks as weigh and measure the children, give eye examinations, assist the doctor as he was giving the children tuberculin tests, etc. All the children were given a measles vaccine at the center which was another opportunity to teach the student the need for preventive medicine.

The student aides who began at the center remained constant from the beginning of the project to the end although a few additional girls were added. The girls developed a real sense of responsibility toward the center and a genuine affection for the children. The girls at the center had met the NYC criteria. Most of them had some problem in school, especially in the area of attendance, before coming to the center. Generally all attendance improved and in a few specific cases was noticeably improved. Attitude changes were noted. All of the girls benefited by the opportunity of belonging to the group and their feelings of self-worth and confidence increased. Partly this was accomplished by the opportunity to identify

with the group on the numerous field trips as well as the chance to earn enough money to enable them to feel as though they were making a necessary contribution to their family at home. In general, they felt they were doing something necessary and worthwhile.

Some indication of the girls' racial and ethnic origin, the number of children in the family, the parents' marital status, father's occupation, mother's occupation, and source of family support is indicated in the following chart. Two of the students in the group were sophomores, 13 were juniors, and 4 were seniors.

Student No.	Ethnic/Racial Background	No. of Children In Family	Parent's Marital Status	Father's Occupa.	Mother's Occupa.	Source of Support
1	Mexican-Am.	6 (4)[1]	B[2]	Auto Mech.	-	Father
2	MA	6 (3)	B	" "	-	Father
3	MA	3 (2)	D[3]	Not home	-	Welfare
4	MA	16 (10)	B	Unemployed	-	Welfare
5	Anglo	2 (1)	B	Unemployed teamster	-	Welfare
6	MA	6 (6)	B	Unemployed	Electronics Assembly	Mother
7	MA	6 (4)	B	Retired	-	Soc. Sec.
8	Anglo	6 (1)	B	Not home	-	Welfare
9	MA	9 (3)	B	Unemployed	-	Welfare
10	MA	6 (2)	D-Rem	Not home	Live with Grandmo.	Grandmo. on Welfare
11	Negro	3 (2)	D	Not home	Live with Aunt	Aunt on Welfare
12	MA	4 (2)	B	Janitor	Seasonal	Father
13	MA	6 (2)	B	Laborer	-	Father
14	Negro	8 (1)	B	Roofer	-	Father
15	Anglo	6 (1)	B	IBM op. Unemployed	-	Vet's Pen. Father
16	MA	8 (3)	B	Unemployed	-	Welfare
17	Negro	8 (8)	B	Airport	-	Welfare
18	MA	10 (2)	B	Laborer	-	Father

[1] Figure in parenthesis indicates student's place in family

[2] B = first marriage, parents living together

[3] D=Parents divorced

An anecdotal record was made by the child care supervisor, Mrs. Nydegger. This is reproduced because it gives a clear indication of what the girls as a group and individually were like.

Kathy. She comes from a divorced family, is the oldest of five, and has spent a great deal of her teen years playing mother while her mother worked. Early in April, Kathy married her high school boyfriend who is currently in the service. Kathy is more settled and less flighty but the biggest contribution of the center to Kathy was the opportunity to converse about "life," which she often did, sometimes for her whole work period. She was obviously seeking a philosophy and I think our discussion helped.

Maria. Maria, the oldest girl in a large family, was used to working, but her experiences were limited to many old and untrue methods. She had never used a vacuum cleaner when she came to the center and each new housekeeping method fascinated her. She is a bright, friendly girl who is very closely supervised by her parents. As a result, she often "sneaks" dates and is insisting on getting married to a young fellow who dropped out of high school. Her association with the other girls at the center have cast some doubts as to the wiseness of her decision to marry. Also the opportunity to broaden her outlook on life -- to see beyond -- as stimulated by the field trips, the responsibilities, the different points of view are all good for Maria, but not at this time measurable.

Rosa. Rosa is the victim of a broken home, but a very sensible, dependable girl. She seemed unable to be "close" to anyone, lacked warmth and was not in the least interested in the children. She improved noticeably and became less reserved and more friendly. Always a good worker, she was a mainstay at the center doing her chores efficiently and thoroughly. Most improved was her attitude and feeling toward children. She seemed to "unthaw" and be able to feel affection for them. The last day of school, she warmly embraced me and thanked me for the opportunity to be a part of the project.

Delores. The last girl to come to the center, she was a most enthusiastic worker. Although she was in the special education classes, she seemed to be able to learn easily. Perhaps motivation was part of her ability to learn. Anyway, she was another who liked the feeling of belonging and formed several friendships with the girls.

Lucy. Like many of the others, she was quiet but a good worker. She seemes to be especially in need of the money. She has very little in the way of material things, especially clothes, so any money she earns has real value to her. Generally pleasant company, Lucy was liked by the children as well as the girls. Her attendance record was much improved while working at the center.

Josie. She always had overly elaborate hairdos, brilliantly dyed hair, but gradually made some changes in her appearance and the last day of school came with her hair dyed a lovely brown and in a more conventional style. She loved the center, the children, and working. She was a good worker and pleasant.

Linda. She was extremely shy but gradually became more communicative. She liked working, was dependable, seldom absent and took the initiative when necessary. In general she was an asset. Her friendships with the girls did a lot to improve and bring out her personality.

Toni. Toni had to stop working at the center because of an infectious skin ailment, but while she was working, she was willing and ambitious.

Susan. Until Susan came to the center to work, she had very few friends. She attended many schools and moved around frequently. The center offered her a chance to "belong" and feel needed. She especially liked one of the more unfortunate children and this in itself increased her feeling of self-worth. Her family was often without money as the father worked very erratically, and Susan most often used her money to help out at home.

Sally. Sally was an enigma. I never felt I knew her and although she performed her duties, seemed anxious to participate in all activities, and was always enthusiastic about any project, she kept her own counsel. Perhaps the center offered her something. At any rate, on the last day of school, she sent word by another girl that she couldn't come to say goodbye as she was afraid she'd cry and didn't want anyone to see her.

Mary. Mary was a very quiet, shy girl. She was absent frequently because she was needed at home. She developed a calmer and more affectionate attitude toward children after working at the center. Children were a "nuisance" for her at first, but she was able to develop a more interested attitude later. She seemed to benefit by her association with the other girls and was always especially thrilled and excited about our field trips. She lacked the chance to do many things.

Patricia. Pat came to us with a rebellious, aggressive attitude. She was completely disliked by the other girls as she was dictatorial and high handed in her manner. Often lazy and uninterested, she merely "put in time." I feel Pat to be our greatest "success" personality wise. After several heated discussions, something seemed to happen to her and she gradually improved. From her basic feeling of unhappiness and lack of worth, she became one of our most enthusiastic workers. Her self-esteem improved and so did her relationship with the other girls. She even made several good friends and has a "boyfriend." The children all loved her and although she still is not as efficient as some girls, she will even volunteer to do dishes.

Gloria. She was a flighty, giggly little girl. Gloria became much more dependable as time went on. She still lacks initiative but is a willing worker when assigned a task. I think the greatest value of working at the center for Gloria has been the increase of self-confidence and self-esteem and her family's pride in her.

Esther. Esther was extremely hard working - often volunteered her services even when she was not assigned work time. Esther is extremely religious, belonging to a small "off-beat" religious group. She tended to be very narrow minded and opinionated, not approving of lipstick, dating and many other things normal for young girls. Her association with the other girls at the center helped her to be more tolerant of others' actions and ideas. Esther was always dependable and very affectionate toward the children. Perhaps the fact that her father is in his late 70's accounts for some of her "odd" ideas of good and evil.

Drena. She is quiet, reserved, and intelligent. Drena felt her responsibilities strongly. She became less shy and not as concerned with the fact that she is Negro. She tried out for Macy's high school board and for school secretary. Although she didn't "make" either, she seemed to take each defeat in her stride and with the feeling that her friends (the girls at the center) were boosting for her.

Thedda. Thedda was loud, boisterous, nervy and impossible. Thedda constantly kept everyone and everything in a turmoil. She was lazy, untruthful, and often absent, but she loved the center and everyone put up with her because we knew she was covering up a kind heart and a feeling of insecurity. She wanted to talk about "life" - discuss everything and seemed to need mostly guidance and a sounding board.

Lela. Lela was one of the cooks, but she was excellent with the children and most cooperative. She was almost never absent. She is intelligent and a willing student. She tended to be on the impulsive side and had plenty of "spunk" when she had a problem. She often commented that working at the center kept her in school and at the last had made plans to attend college.

THE CHILD CARE CENTER

The first children arrived at the center on January 3, 1967. From that 8 who arrived on the first day, the enrollment soon rose to 20 with an average daily attendance of 14. The children came to the center upon the recommendation of several sources, but most often the referrals were through the Public Health Nurse in conjunction with the Welfare Department. Other children came as a result of conversations with their neighbors, the East Valley Opportunity Center, or through contact with the student aides. The parents of the children were not charged for the services of the center; the only requirements were that the children participate in all activities of the center and attend regularly the full daily program. Children were served two snacks and a hot noon meal each day. The following child care center information bulletin was provided as a handout for parents of prospective preschool children. The daily program for the child care center is also included.

CHILD CARE CENTER INFORMATION BULLETIN

I. Priority for Enrollment: Children of parents in one of the following categories will be considered in the placement of children in the child care center:

A. Single-parent families with children, 2 1/2 to 5 years of age, where the parent must work or is seeking employment or is willing to enter training to improve employability.
B. Two-parent families who meet one of the following qualifications:
   1. Both parents working but family recently removed from the public assistance rolls;
   2. One parent incapacitated and the other parent working;
   3. Families making the transition from public assistance to independent self-support, in which one parent is employed.

II. Requirements:

A. The center will be open Monday through Friday from 7:30 a.m. to 5:15 p.m. It is expected that the children will spend the full day at the center.
B. Parents must provide transportation to and from the center.
C. A completed application form and a personal interview are necessary before a child can be enrolled in the center.
D. Children arriving and leaving the center must be accompanied by an adult. Upon arrival the child should be taken to the supervisor of the center and signed in. The correct time of the child's arrival and departure from the center should be noted on the roster.
E. The parent is expected to make provisions for emergency situations affecting the child while in attendance at the center.
F. No sick child will be admitted to the center.
G. No medication may be administered by the staff at the center.
H. If the child is to be absent from the center, the parent is expected to notify the supervisor by telephone (251-5460) on the morning of the absence.
I. There will be no charge for enrollment at the center; however, as their part in the program, the parents are expected to attend parent meetings not to exceed one per month.
J. Children are required to take part in all field trips sponsored by the center.

EAST SIDE UNION HIGH SCHOOL DISTRICT
Overfelt Child Care Center

Daily Program

Although the Child Care Center program may be varied from time to time, the general routine is as follows:

7:30 - 8:30	Arrival of children: health inspection, hang up wraps if weather does not permit outdoor play. (Drink of water and toilet optional with the child. His own judgment of need is accepted in most cases.)
8:30 - 9:30	Play (out of doors if weather permits).
9:30 - 9:45	Morning snack.
9:45 - 11:15	Stories, games, music.
11:15 - 11:30	Prepare for lunch - wash hands - toilet (required of all).
11:30 - 12:00	Lunch
12:00 - 2:00	Nap or rest (for all).
2:00 - 2:30	Dress after naps, toilet, etc.
2:30 - 3:00	Quiet play - puzzles, art work, etc.
*3:00 - 3:15	Afternoon snack.
3:15 - 4:30	Play out of doors until parents arrive.

*Several of the children go home at this time with older brothers or sisters from Overfelt High School.

The following information is given simply to provide some concept of the nature of the preschool population served. On the chart given below, the families are simply listed by number, 1-13. The number of children, the ages of the children, the reason for placement, and the placement source are indicated.

Overfelt Day Care Center Roster of Children

Family No.	No. of Children	Ages of Children	The reason for placement	Source of Placement
1	3	2,3,5	Mother ill; Father deceased	Public Health
2	3	2,3,4	Parents Separated Mother on Welfare	Mother
3	2	4,5	Speak no English at home; on welfare	Public Health
4	2	3,5	No known father- mother needs to work; on welfare	Public Health
5	2	2,5	Mother working	Mother
6	2	3	Mother needs to work, very large family*	Aunt
7	1	4	Family deserted by father, mother works	Public Health
8	1	2	Mother works; father has been ill	Mother
9	1	4	Felt child needed association with others	Mother
10	2	3,4	Family problems; large family	Mother
11	1	3	Father disabled; mother's health poor	Public Health
12	1	3	Large family, mother pregnant	Sister-student aide
13	1	3	Only child-mother pregnant	Friend

*Mother got job at another Day Care Center, took children with her.

Later in the spring several children from middle class homes were added to the program for the express purpose of providing modeling behavior for the disadvantaged children. One anecdote perhaps serves to indicate behavior change on a very fundamental level. When the child care center first opened, it was very difficult to get the children to sit down for the noon meal. It was nearly impossible to get them to wash their hands before eating. Most of the children had never before sat at a table for a meal. Several had never used silverware and some members of the group could not feed themselves. The ritual of washing hands before meals was not a familiar one. After the first few weeks, this behavior had changed completely. The children now lined up to wash when they perceived that lunch was about ready. The teenage aides helped the children learn to feed themselves and to handle the silverware and provided encouragement to the children to help themselves. In training the children, the teenagers themselves reinforced their own behavior toward washing before meals and appropriate manners at meals.

Some general observations concerning the children served are pertinent. The most noticeable and important described by Mrs. Nydegger was the matter of the children's health. Most of the children suffered from frequent head and chest colds as is "normal" for preschool children. These colds tended not to be taken seriously by the parents, and often the children came to school with high fevers. The center staff tried to isolate the child from the other children until evening when the child was picked up.

The children were most often inadequately prepared for the weather. Their clothing was frequently too warm in the warm weather and they wore too few clothes in cold weather. Seemingly this indicated a lack of knowledge, thought or understanding of the children's needs by the parents. The children often came with no underwear. Shoes were frequently too small or with broken or no shoe strings. Clothing sometimes was too small, covering the child inadequately or hampering his movements. Most of the clothing showed a lack of general care, that is, it needed washing, lacked buttons, was ripped or torn or had broken zippers. To the degree possible the center tried to make up for some of the deficiencies by doing emergency sewing and providing underwear or other clothing when it was obvious that none was available in the home. In the operation of the pilot, no time or attention was devoted to the education of the mothers of the children in ways that might have alleviated some of the problems observed. Such an attempt will be made in the operational phase.

The project itself had provided the physical examination and medical followup of the preschool children. The NYC students had had a tuberculin test prior to the time that they began working in the center. In the early spring the NYC boys and girls had a complete physical checkup provided by the Neighborhood Youth Corps. The physical screening program for the children was provided by the by the Health Department of the City of San Jose. Dr. Ariel S. Compton and her staff, working with the Project Director and Mrs. Nydegger, made every effort to make the screening program a learning experience for the teenage girls as well as a service to the children in the program. A copy of Dr. Compton's report follows.

OCALA DAY CARE SCREENING PROGRAM - MAY 1967

ARIEL S. COMPTON, M.D.

INTRODUCTION

The Ocala Day Care Center is a free nursery school for preschool children which enables mothers to work or participate in job training programs. As a part of Mr. Jim Doyle's project, "Community Service Through Sheltered Work Experience," the center has provided mean-

ingful work experience to students who are potential school dropouts, and at the same time has provided for the needs of the community.

Support for the project has come from both public and private sources. Participating agencies include the Santa Clara County Economic Opportunity Commission (Neighborhood Youth Corps), Santa Clara County Supplementary Education Center, California Department of Social Welfare and U.S. Veterans Administration. Federal support for the program has been under Title III, P.L. 89-10.

Among the major accomplishments of the program to date has been the reconditioning of a house in a low income neighborhood, the furnishing and decorating of that house as a child care center, and the final step of operating and maintaining that house as a free child care center. One of the goals of this center has been to provide examples of good child care practices. It was in this regard that Mr. Doyle made a request to the San Jose City Health Department for a medical screening program for the nursery school children. The following is a report of that program.

OBJECTIVES

The objectives of the program were two-fold, to provide a work experience for the students, and to provide a medical screening program for the nursery school children.

1. Objectives for the work experience of the students were as follows:

   A. Participation in a community health project.
   B. Education as to their own health needs and those of their families.
   C. An introduction to the vocational opportunities open to them in health services.

2. Objectives for the preschool medical screening program were:

   A. Identification of physical or mental health problems.
   B. Referral of all conditions needing care.
   C. Follow-up care by public health nurses to insure that referrals were completed whenever possible.
   D. Education of the family as to the principles of good health.

METHODS AND RESULTS

1. Student participation in the work experience program - eighteen Neighborhood Youth Corps enrollees participated in the two health clinics held at the Health Department. Previous to these clinics, they had visited and toured the Health Dept.

   At that time they were orientated to the clinic area, and each girl was instructed as to her role in the clinic procedure.

   On the day of the clinic they were welcomed to the Health Department and given a brief talk. This included an explanation of the functions of the health department, and of the various fields that were of vocational interest to them. This was followed by a short tour of the pathology laboratory.

During the clinics the students were given the opportunity to observe and assist with all screening procedures. In addition, they had the responsibility of administering a simple developmental test to each child. They were most cooperative and capable in their ability to care for and prepare the children for examination.

The success of this phase of the program is illustrated by the students' reaction which was as follows:

"My, these children are fortunate to be able to go through this program," and "When I have children, I will see to it that they have the same opportunity for for good care as these children do." None of the students had seen a laboratory before and several commented on how interesting the tour had been. One girl said she definitely would like to be a nurse, and several commented on how young the nurses were, (as though, for the first time, they were associating themselves with someone in a profession).

Mrs. Barbara Nydegger who has been in charge of the Day Care Center accompanied the students and children. She has been responsible fpr the instruction of the NYC enrollees in their practical work experience and in supervision and coordination of the nursery school children. Her substantial contribution to the success of the program was highly appreciated by the Health Department staff.

2. Procedures and Summary of Screening Program for Nursery School Children

A. PRELIMINARY PROCEDURES:

1. A Public Health Nurse made a home visit prior to the clinic. At that time she interviewed the mother as to past medical history, family history, and behavioral problems.
2. Urine samples were taken at the nursery school. Laboratory results were available at the time of the clinic.
3. Preliminary vision practice was held at nursery school to facilitate actual vision testing at the clinic.

B. SPECIFIC SCREENING PROCEDURES:

1. Physical examination (children were prepared for examination by NYC students).
2. Dental examination by a dental hygiene student from Foothill College.
3. Vision (testing was done by NYC students).
4. Height and weight (taken by NYC students).
5. Blood pressure and pulse.
6. Tuberculin skin testing.
7. Uninalysis, complete.
8. Blood - pack cell volume.
9. Audiometry
10. Brief developmental test (administered by NYC students).

C. MENTAL HEALTH PROCEDURES:

1. The Public Health Nurse interviewed the mother in the home prior to the clinic. A mental health questionnaire was completed at that time.
2. Mr. Fred Mitchell, psychiatric social worker, conducted a group discussion period for the mothers during the clinic session. Normal behavior and behavioral problems were discussed at this conference.
3. A post conference was then held with Mr. Mitchell and the Public Health nurses. Recommendations as to referral were made at that time.
4. The Public Health Nurse made a home visit to explain the referrals to the parent.

SUMMARY

The following report is a summary by one of the project nurses, Miss Betsy Burstein:

Sixteen children, ages 2-5, from the Ocala Day Care Center, were screened in a preschool screening program through the East Side Union High School District. The children were divided into two groups for the medical screening, which consisted of height, weight, blood pressure, vision and hearing, tuberculin skin tests, PCV and urinalysis, dental examination on eight children, physical examination by a physician and consultation with a psychiatric social worker for those mothers who accompanied their children.

Of the sixteen children (from eleven families) who were screened, six were referred to their physicians for: ear infection, venous hum, possible hypothyroid, frequent epistaxis, systolic murmur, and WBC in their urine. Two had borderline-Low PCV. Two had visual defects and were urged to obtain eye examinations. No hearing losses were detected. Of the eight dental examinations, three children were found to be in need of immediate dental care and were referred for care. All of the tuberculin skin tests were negative. One child was referred to the child development diagnostic clinic for evaluation of congenital defects and his mental capabilities.

Of the eleven families involved, five were already known to the Health Department. Four families were known to community mental health agencies; these and three additional families were interviewed as a result of the mental health screening. One family was opened to service for emotional support.

Only two children required no additional follow up; one of them was already being carried by adult and child guidance clinic. Of the remaining fourteen, nine children were found to have one health defect each, four to have two defects, and one to have three defects.

SOURCE OF FUNDS FOR MEDICAL CARE

Of the eleven families, six had Medi-Cal Cards; one family had private insurance which covered 70% of medical cost, four families had no insurance. Of these latter four families, three were able to manage cost of medical and dental expenses. Funds for the family without resources, and for one child needing dental care without resources, are available through the project and these families will be referred to that source.

MEDICAL SCREENING FOLLOW UP

Of the sixteen children seen, ten had conditions identified during the physical examination which warranted referral. In all of these cases referral was completed and treatment begun either with a private medical doctor or with physicians at the Santa Clara Valley Medical Center.

Of the total of eleven families, seven families were felt to have mental health problems which suggested need of referral. Of these, four, as previously mentioned, were known to community mental health agencies.

The Public Health Nurse discussed the findings of the screening program with these agencies.

One new family member was motivated to begin treatment at adult and child guidance and three new families were referred for mental health services.

* * * * * *

The children had several field trips: some of them were short; others were longer. All involved the teenage girls and the longer field trips also involved the NYC reconditioning team. Short trips included picnics in nearby parks, a trip to a private airport a few blocks away, a trip to a pet store and a trip to a nearby fire station. Longer trips included a train ride to San Francisco, a visit to the San Francisco zoo and a return trip to San Jose by bus. The field trips were arranged to include those mothers who could go along as well as the teenagers. The teenage girls on these trips were usually responsible for the children on a one-to-one basis and seemed to take delight in taking care of their "child" -- frequently spending their own money to provide special treats for the children. The boys, too, did a good job of assuming the male family role in caring for the children when they were on rides or using play equipment. The assumption of this role was a voluntary one. The boys were invited simply because most of them had not been to the place visited.

All of the parents having children in the center indicated at the end of the project that they would like their children in the center again in the fall. The children themselves seemed to have improved in attitudes and in skills. These facts were corroborated by the Public Health Nurse who in many instances was working closely with the family involved.

REVIEW OF PLANNING GRANT OBJECTIVES

This section will review the stated objectives of the planning grant in an effort to determine the degree to which these objectives were achieved during the grant period.

The first objective stated that through the grant we would explore the ways in which sheltered work experience could be made meaningful and profitable for the students while providing for the needs of the neighborhood community. The preceding narrative report has indicated the degree to which this objective was accomplished. The boys in reconditioning the homes learned not only skills for performing required tasks according to external specifications but also developed a pride in their own workmanship and sense of accomplishment. Many of the boys on the project have since accomplished similar reconditioning tasks at home. Too, the boys learned a great deal about responsibility in their experience with the small children in the child care center on field trips and other joint endeavors. The girls learned not only appropriate care for the preschool children but also a variety of useful knowledge related to budgeting, cooking, sewing and other necessary household tasks. Some of this knowledge they were able to apply immediately in their own home situations. Many of these girls will be married shortly after graduation from high school and will need the skills which they have learned. The girls were able to see the needs they were meeting for the children and families of the neighborhood community that they served.

A second objective of the planning grant was the involvement of many non-profit agencies in surveying the needs of neighboring communities in the areas of child care, educational opportunities and desirable community living habits. As the preceding narrative disclosed, a variety of community agencies cooperated in the project. Involvement ran the gamut from EOC's participation in gathering signatures of neighborhood residents so that a request for a zoning exception could be presented to the City Council, to the voluntary work of a guideroom at Andrew Hill High School in making all wood toys for the children in the center.

The third objective was the involvement of home owners' associations, realtors' groups, the Veterans' Administration and other groups interested in home and neighborhood improvement. Home owners' associations and realtors' groups were not deliberately involved during the planning grant period. This mainly reflected a lack of time on the part of the project participants to make the necessary contacts. Several of the Eastside home owners' associations have, within the last year, been active in promoting maintenance of Eastside homes and lawns. The Veterans' Administration has been most cooperative not only directly in the project but also in interesting other VA offices across the country in projects of a similar nature. Several of the Washington staff have been out to visit the project and directives from the Washington office have requested regional offices to explore the possibilities of similar projects in their own areas.

The planning grant also called for an integration into the project of individuals, both students and adults, from middle income groups in order to foster a better mutual understanding. This was effected in a variety of ways. Preschool children from middle income families became involved in the child care center and their parents hosted the entire group on "field trips" to the homes of these parents for various activities. Middle

class students were involved in the project in such ways as simply coming to observe, in providing murals as decoration in the child care center, in coming to photograph the students and perform other kinds of services in the project. Adult members of the middle class community volunteered toys and other materials for the center's use and many came to observe. The boys had frequent visitors from this sector of the community who provided all kinds of positive reinforcements for their work and its high quality.

The fifth objective called for the active participation both in planning and utilization of the pilot facility by those people living in the neighborhood served by the project. Certainly neighborhood children to the capacity of the center benefited by its being there. Active interest in the center was taken by nearby neighbors who came in to observe the activities and who frequently provided cookies or a decorated cake for the children and students.

Finally the proposal called for the operation of a pilot project that would a) recondition a house in a low-income neighborhood using NYC boys; b) furnish and decorate that house to be used as a child care center using NYC girls; c) operate the house as a free child care center using NYC girls; and d) maintain the house and grounds for the project period using NYC boys. All of the operational objectives were accomplished by the pilot.

The operational objectives in turn had as their purpose dropout prevention; the training of terminal high school students; the intensive vocational counseling of terminal high school students; the provision of supervised work experience with pay; the development in the students of desirable skills and attitudes toward home maintenance, home ownership, homemaking and care of preschool children; the freeing of mothers, in the area served, to work or to participate in job training programs; and the enrichment of children involved through directed play activities, linguistic experiences and other desirable preschool learnings; and the modification of neighborhood attitudes toward home maintenance by providing an exemplary model and practical advice and/or instruction in home maintenance. As has been pointed out, none of the teenagers involved in the project dropped out of school during the year. Both boys and girls developed competencies that they had not had prior to becoming a part of the project. Vocational counseling was effected through the work of Bill Connolly, Overfelt's NYC counselor, and the Neighborhood Youth Corps enabled us to pay the students on the project for their work experience. Development of desirable attitudes is reflected in the subjective assessments of the housefather and housemother and also in the behaviors of the students themselves. In the pilot project, no effort was made to measure the preschoolers abilities before and after the child care experience. There were some observable behavior changes in the children but a systematically objective assessment was not made. Although the work on the five houses reconditioned by the boys in the project served as a positive example to the neighborhood as did the maintenance of the child care house, because of time limitations of staff, no systematic effort was made to give training to neighborhood residents either in reconditioning or child care and homemaking.

ADVISORY COMMITTEE

The project proposal had called for the creation of a five-member advisory committee to provide program direction and advice to the Project Director. This committee has functioned since the pilot has been in operation, providing useful suggestions and practical help related to the ongoing project as well as suggestions to be incorporated into the proposal for the operational grant. The committee consisted of the District Superintendent of East Side Union High School District, the Director of the Santa Clara County Supplementary Education Center, the Director of the Neighborhood Youth Corps, the Director of the Veterans' Administration and the Child Care Supervisor of the Department of Social Welfare.

DISSEMINATION ACTIVITIES

None of the planning grant funds was earmarked for dissemination purposes. The local newspapers (one daily, two weekly) have given good coverage to every aspect of the project. Four newsletters were planned but only one was produced. This appeared in December. Copies were distributed to every teacher and administrator in the District and the Santa Clara County Supplementary Education Center received 200 copies for distribution. Coverage has repeatedly been given the project in the bulletin of the County Superintendent of Schools.

Fifty-six requests for information have been received from outside the District. Ninety people attended the December open house: 22 of these were from the project area. In addition, seventeen individuals have visited the project, including the VA's Washington representative and a staff member from the State Department of Compensatory Education.

Last spring the Santa Clara County Supplementary Education Center produced a series of thirty-minute documentaries on educational innovations in the county. The series, "A Child's Mind," was presented on Channel 54, the local ETV station. One of the documentaries, "A Curious Thing" was filmed on the site of the pilot project. (The film is being rerun this fall on Channel 54.) Copies of the film were purchased by the District and have been shown to various groups. For example, the film has been used by both Washington and regional offices of the VA. It was shown at a meeting of California Supplementary Education Center Directors in Los Angeles last spring. The film was a part of a District-wide curriculum fair. The Project Director has shown the film to various community social and welfare organizations. Recent replies to requests for information concerning the project have included information concerning the availability of the documentary.

GRANT EXPENDITURE REPORT
OF FEDERAL FUNDS
FINAL REPORT

East Side Union High School District, 12660 North Capitol Avenue, San Jose, California 95133	Project Number 66-2559	Grant No. OEG-4-7-672559-0083	State Calif.	Grant Period Beginning: 8/15/66 Ending: 6/15/67

PART I - GRANT EXPENDITURE REPORT PLANNING

Expenditure Accounts	Contracted Services	Materials and Supplies	Equipment	Other Expenses	Total Expenditures	Negotiated Grant Budget Rev. 5/29/67
1. Administration						
2. Instruction	$11,820.78	$2,467.75			$ 14,288.53	$ 14,180.00
3. Attendance Services						
4. Health Services	600.00				600.00	900.00
5. Pupil Transportation Services	270.75				250.75	864.00
6. Operation of Plant				$424.72	424.72	400.00
7. Maintenance of Plant						
8. Fixed Charges						
9. Food Services						
10. Community Ser.						
11. Remodeling						
12. Capital outlay (equip. only)			$356.94		356.94	1,144.75
13. TOTAL	$12,671.53	$2,467.75	$356.94	$424.72	$15,920.94	$17,488.75